261
853
155
181
106
862
863

Comanche NO6
Navaho NT13
Hopi NT9
Kwoma OJ13
Woleai OR21
Wogeo OJ27
Samoa OU8
Tikopia OT11
Bali OF7
Buka ON6
New Ireland OM10
Southeast Salish NR19
Alor OF5
Aymara SF5
Chagga FN4
Yakut RV2

[For comparative information on the relationship between early feeding experiences and economic cooperation and competition, see 3: Cohen, SY1 Jamaica, Category 116, p. 420.]

155
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Comanche NO6
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[For comparative information on the relationship between toilet training and economic cooperation and competition, see 3: Cohen, SY1 Jamaica, Category 116, p. 422.]

17: Casagrande · E,L-5 (1940) 1965 NO6 Comanche NO6
Oklahoma

[12] As the growth of speech facility parallels to a marked degree the maturation of the child's intellectual capacities, one might ask how comparative speech phenomena reflect this. Does it take longer for a primitive child who has to learn a highly complex language, such as many North American Indian languages, to gain control of his language than, say, a Chinese or American child?[6] At what age is the primitive child capable of making the subtle analogical formations[7] that many primitive languages require?

Some knowledge of children's speech development and baby words seems essential for the anthropologist or psychologist interested in problems of personality development and character structure. From the vocabulary itself one can form some idea of the child's world in a given culture; what objects [863] and affects impinge upon it. Discipline and attitudes are reflected, as in Comanche where

[6] Clyde Kluckhohn, who has made extensive observations on Navaho children, feels that the Navaho child, as compared with the English-speaking child of the same age, is somewhat retarded in acquiring equal facility with his extremely difficult language.

[113] [7] See Leonard Bloomfield, Language, pp. 275 ff. (1933), and Chapter X of Edgar H. Sturtevant, An Introduction to Linguistic Science (1947).

[p. 14-A]

121 [863] feces, urine and the genitalia and feelings of disgust are equated, and where there are words used to frighten the child, admonish it, and control its movements. It seems likely that conscious speech training might be correlated with later educational procedures and attitudes towards children. This seems [858] [171] true for the Comanche where the position of children was high as was general on the Plains. It also seems important to know how long baby words are used and, if they are reverted to later in life, under what conditions.[8] The extension of kinship terms, the child's induction into their use, and the varying importance of the different relatives or classes of relatives[9] to the child are all relevant.

[8] Persistence in using baby talk was an important symptom of personality disturbance among Pilaga children where in extreme cases, those of half or full orphans, baby talk persists until the ninth year. In the most severe cases of personality disturbances a pattern of phonetic substitution is rigidly followed through and at times [113] results in serious phonetic distortion. Jules and Zunia Henry, Speech Disturbances in Pilaga Children, Am. Jr. Orthopsychiatry, 10.362-9 (1940).

[9] H. Ian Hogbin, Experiments in Civilization, [113] London, 1939: Learning-Kinship Terms, pp. 38-42, has made an admirable start in this direction.

[p. 14-B]